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| **Level 3 - Grade 3**  Students were asked to complete a narrative/story on ‘What a Mess!’ which was the Writing NAPLAN test topic. They were given a set time frame to complete the task; five minutes to plan or write down there ideas, forty minutes writing time and five minutes to edit their work. We encouraged our students to use organisational strategies to ensure they completed this task on time. Students were also given a piece of paper with tips on what they should include in their writing and it included visual prompts. The checklist below has been completed by your child’s teacher to show what your child demonstrated in their text.  Name: Matthew Schwabe  The highlighted boxes show the criteria which was demonstrated in this students narrative piece. |
| |  | | --- | | **E:Well Below Standard** | | Written a short text that meets the purpose of the task and correct audience. | | Used strategies to revise their writing e.g. reading aloud, used feedback from others. | | Correct use of capital letters, full stops and question marks most of the time. | | Correct spelling of unfamiliar words, using knowledge of sound-letter patterns. | | **D:Below Standard** | | Written a short text that meets the purpose of the task. | | Use of strategies to revise their writing e.g. reading over their work aloud, asking peers. | | Mostly correct use of capital letters, full stops and question marks. | | Correct spelling of unfamiliar words using their knowledge of letter and sound blends. | | **C:At Standard** | | Creation of a short imaginative text. | | Related ideas and events to tell their story to their audience. | | Simple and some compound words (but, then, however etc) were used to link sentences. | | Effective vocabulary to convey meaning, including nouns, verbs and adjectives. | | Correct spelling of most frequently used words and has made attempts to spell words with more complex spelling blends. | | **B:Above Standard** | | Composition of a short story longer than one paragraph. | | Appropriate ordering of ideas. | | Compound sentences linking two ideas, with correct use of verb tenses. | | Development of character, setting and plot. | | Correct use of full stops and question marks, experimentation with other punctuation e.g. commas, quotation marks. | | **A:Well Above Standard** | | The narrative piece has a clear purpose, to narrate or describe a story. | | Composition of three or four logically ordered paragraphs. | | Created a story that keeps in mind that their audience will have different needs and interests than themselves e.g. know who Luke Skywalker is. | | Used a combination of writing and pictures to tell their story. | | Correct spelling of two-syllable words with regular patterns, and plausible attempts at spelling two-syllable words with irregular spelling patterns. |   Teacher comment:  In this piece of writing Matthew is beginning to use paragraphs. He needs to improve his time management skills so we can find out what happens at the end to this great story. |